DOCUMENT RESUME

ED 172 419 EA 011 851

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TITLE Exploring the Limits of Intervention: Equity for Women in Educational Administration. Modes of Intervention to Increase Equity for Women in Education.
PUB DATE Apr 79
NOTE 25p.; Paper presented at the Annual Meeting of the American Education Research Association (San Francisco, California, April 8-12, 1979); Attachment A may be marginally legible due to small print

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Educational Administration; Elementary Secondary Education; *Equal Education; *Females; Higher Education; *Instructional Materials; *Intervention; Material Development; *Sex Fairness

ABSTRACT

As part of a symposium that identifies research and policy implications of selected aspects of a two-year, multi-university effort to increase equity for women in education, this paper presents a five-phase intervention model used in the production of multi-media instructional modules to enhance equity for women. The paper explores each phase (design, production, validation, dissemination, coordination) and underscores the implications for those who are or wish to be involved in advancing women's equity through the creation of training materials. Discussion focuses on the description of activities undertaken within a multi-university effort to achieve the goals specified for this project. (Author/MLF)

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ED172419

Exploring the Limits of Intervention: Equity for Women in Educational Administration

Modes of Intervention to Increase Equity for Women in Education

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Prepared for a Symposium of the American Educational Research Association, National Convention, San Francisco, 1979

Session 29.04

EA 011 851

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"Modes of Intervention to Increase Equity for Women in Education"
AERA

April, 1979

Abstract

This paper presents a five phase intervention model used in the production of multi-media instructional modules to enhance equity for women. The paper explores each phase (design, production, validation, dissemination, coordination) and underscores the implications for those who are or wish to be involved in advancing women's equity through the creation of training materials. Further, discussion focuses on the description of activities undertaken within a multi-university effort to achieve the goals specified for this two year development project.

Modes of Intervention to Increase
Equity for Women in Education

The University Council for Educational Administration (UCEA), a consortium of 47 universities that have doctoral programs in educational administration, recognized the need and established an impetus for change in educational programs that would advance the role of women in education. Three years ago UCEA convened a Task Force on Women in Educational Administration and commissioned them to identify problems and make recommendations concerning means by which UCEA could intervene in addressing those problems. Among the problems identified was the need to provide persons desirous of eliminating sex discrimination with requisite tools for accomplishing this end, thus the recommendation of this Task Force was that UCEA develop quality relevant instructional materials to assist educators in promoting equity for women.

Funded by the Women's Educational Equity Program Staff of the United States Office of Education, a project was launched to develop, validate and dissiminate instructional materials that could be used to promote equal educational opportunity for women. The purpose of this two year project, therefore, was to develop instructional materials for use in education that would be effective in improving the knowledge, attitudes, and skills of five target groups considered to be actual and

potential change agents in reducing sexism in education. Those groups and the UCEA member institutions responsible for developing the materials include: 1) Women Preparing for Educational Leadership - Boston University; 2) Educational Administration Trainees (male and female) - The University of Iowa; 3) Professors of Educational Administration - Georgia State University; 4) Policy Makers and Decision Makers in K - 12 systems - The Ohio State University; 5) Policy Makers and Decision Makers in Post Secondary Systems - Indiana University. A sixth module was developed (during the second year) at the University of Tulsa that synthesizes the key content areas derived from the initial five modules and serves as an introduction to the other modules. This module was designed for audiences that have general interests in eliminating sex discrimination in education.

The six universities in conjunction with UCEA functioned cooperatively to develop six multimedia training programs that incorporate a variety of teaching and learning modes. To accomplish this end, a five phase intervention model which included: 1) a coordination phase; 2) a design phase; 3) a production phase; 4) a validation phase; 5) a dissemination phase was implemented. The purpose of this paper, therefore, is to present the essential aspects of the intervention model that were utilized in achieving the goals of the project and to underscore implications for persons who are or wish to

become involved in the advancement of women's educational equity through the creation and use of instructional materials.

The five phase R & D intervention was cyclical in nature and was activated within the context of two functional systems: a coordination unit and six development units (one at each participating university). Roles within the coordination unit included the project director, coordinator, and evaluator. Roles in the development units included teams of professors (male and female) and graduate students, most of whom were pursuing doctoral degrees in educational administration. The five phase intervention model formed the basis of the conceptual framework within which the project goals were operationalized. The two functional systems worked interactively through each phase of the intervention as outlined in the discussion which follows.

Coordination

The coordination unit worked to ensure optimum conditions for achievement of the project goals within the specified time frames. Coordination was a continuing process and it focused on planning, facilitating, monitoring, and supporting activities that were generic to the project as a whole. Quality control was maintained by setting standards of excellence for all products to be developed. Procedural guidelines were developed and policy was established so that there would be continuity of purpose within and among all development

units. This required on-going communication and interaction between and among the coordination and development units via several media including meetings, conferences, site visits, written communications, and telephone calls. The coordination unit served as a repository for information-processing, that is, information emanating from external environments (related literature, requirements of the Women's Program Staff, professors, women's organizations and other concerned parties) as well as information from internal environments (development units, coordination unit) was synthesized and shared among the development units.

The primary functions of the coordinating unit were to assist the development units in synchronizing their planning, designing, production and validation activities. The following is a brief description of those activities as they relate to the functions of the development units.

Design

One of the initial tasks of the development units was to establish and prioritize the training goals for each instructional module. Three approaches to instructional goal setting were utilized. They included: 1) the conduct of goal setting conferences; 2) the recommendation of goals by advisory councils; 3) the administration of a Goals Inventory. Some of the units used only one approach others used a

combination of approaches in their goal setting activites. Each development unit conducted a goal setting conference where persons from the target group for which they were developing materials were asked to generate preliminary training goals and to offer suggestions about possible content, scope and format of the material.

Advisory councils were formed for the purpose of providing input regarding training needs of the target group and training goals of the materials. Development units differed in the type of involvement sought from advisory councils. In most instances, the advisory group was asked to participate in the goal setting phase of the project and to participate in the initial field testing procedures, while other development units retained the advisory councils as a permanent part of their unit. Those development units which had the benefit of ongoing input from members of their target group (advisory councils) experienced a sharing and collaborative relationship with individuals who were knowledgeable of the group needs. This involvement, in turn, increased the likelihood for council members to benefit from their participation by having broadened their perspectives, related to women's educational equity, as a result of their involvement in the project.

Another development unit developed a Goals Inventory and mailed it to 250 target group persons. The 125 returns were analyzed and, on the basis of data gathered, preliminary goals were generated for the training module.

While there was diversity of approach among the development units in their goal setting activities, the end result was that potential users and target group members played an active role in identifying goals that would be consonant with the three learning domains (cognitive, affective and skills) stipulated to address the training needs of each target group. Prioritization and the final determination of training goals were the responsibility of the development units with the coordination unit functioning in an advisory capacity. The creation of mock-ups of prototypes and planning for production paved the way for the next phase of the intervention model.

Production

Plans for the development of preliminary product designs were formulated within the confines of one of three arrangements: 1) development units only; 2) development units and advisory councils; 3) development units with input from participants at goal setting conferences. Team members in the development units set up schedules by which they met on a regular basis to brainstorm and clarify ideas, to design, assess and redesign drafts, prototypes and final products. Advisory councils were readily available to offer suggestions, recommendations, and to critique drafts as requested by the unit. As indicated earlier, suggestions and recommendations from participants at goal setting conferences were obtained and considered for their untility in the conduct of the production phase.

One of the problematic areas in the initial production

phase was the definition of the target population for two of the modules. Specifically, target groups representing 1) Women Preparing for Educational Leadership and 2) Policy Makers in Post Secondary Institutions reflect a broad array of individuals and roles that might have been considered as appropriate for those groups. In order to have a manageable production effort it was necessary to have a clear understanding of individuals/roles for which the materials were being produced. One of the development units sought to address the problem by planning for the diversity of representation (Women Preparing for Educational Leadership); The other found it necessary to delimit the target group and thus focus on specific roles (Policy Makers in Post Secondary Institutions) within that group. Having resolved these initial problems, the production process proceeded as developers determined scope, content and medium of presentation; developed blueprints of the products; developed module prototypes; and obtained assistance (as needed) for designing and developing audio-visual products.

As an on-going process in this phase, critiques of drafts were sought from all development units and the coordination unit. This posed to be another problematic area, for the developers and coordinators apparently had not reached a point where they felt free to critique the work of others. Perhaps we had not built up a level of trust sufficient to overcome any defensive reactions that might have emerged, or maybe we needed more time for the "freeing" process to develop which must take place when critiquing the work of colleagues.

It might have been individual insecurity about her/his own expertise in the development/production process. To offset some of this effect and to get the desired feedback we addressed the problem in our coordination meetings and encouraged open discussion among the developers. It was agreed that more rigorous critiques would be provided in the future. Although we continued to seek internal critiques, other avenues were also pursued, i.e., we asked experts in the field to provide critiques of the products. This proved to be a satisfying alternative for it gave us additional information of an objective nature that could be used in revising and modifying the products.

During the production phase, not only did developers provide means by which target groups would expand their professional growth and development but this seminal effort proved to be a learning experience for them as well. Of particular note is the understanding of the production process involved in developing multimedia materials that emerged. Familiarity with many technical requirements for the production process, communicating purposes and specifications to media specialists and critiquing their work were all essential responsibilities that were charge to the developers. As data were collected and literature reviewed, a greater awareness of the status of women in various social structures was realized; project participants became more fully cognizant of the effects of discriminatory practices and their impact on women and men in our society.

It was during this phase of the intervention that the team

concept was fully actualized. Each development unit functioned as an intact group[1] that met frequently to plan, implement plans, solve problems, evaluate the effectiveness of their work and simply to offer support to one another. Individuals increased their capacity to work within a closely knit group, to better understand how to resolve internal conflicts, to communicate effectively, to express feelings and to develop open relationships within the group.

The team concept operated more effectively in some groups than in others. The most discernible cause of the differences seems to be due to the physical proximity (office location) of team members on the various campuses. Where team members were housed in the same building they worked very effectively together. On the other hand, where there was physical distance between the members, there seemed also to be more social distance and less interaction and exchange among those members of the unit. Although this difference was present there was not a concomitant variance in the quality of the products produced. What might be observed, at some time in the future, is that enduring relationships were developed among those who functioned as an intact group. Such enduring relationships may likely result in other collaborative professional endeavors.

Field testing of each module was conducted at the completion of the initial prototype products. On-site conferences were held for this purpose; those invited to the conferences were target group representatives and other professionals in the field. Development units, the coordination unit and target group representatives provided evaluative data

concerning the products. Data from these sources were used to guide the development units in planning, revising and modifying materials in preparation for the final prototype products.

With each training module, an accompanying facilitators' manual was developed. Effectiveness in the use of the products, depends in large measure, on the degree to which users understand who, what, when, where, how, as it relates to the intent of the developers for implementation. After collecting data on the initial module prototypes, the design and production of facilitators' manuals was approached. The manuals were field tested in "instructional use" settings (discussed later in this paper) and evaluation data were used to guide revisions and modifications. Essentially each manual includes a brief background statement about the project, an introduction to the module, a statement of purpose and specific training objectives with procedures for conducting training sessions (including timeframes, materials and equipment needed, suggested questions for discussion and the like). Relevant bibliographies can be found in the manuals (and also in some of the monographs) along with references to the other modules and their components.

Validation

During this phase of the intervention the greatest indication of the impact of the modules on the learning experiences of the participants was ascertained. For many developers this was the first time having the experience of validating

materials created by them. For some, there was a feeling of ownership and personal investment which may have caused some anxious moments during the validation process. With the conduct of each validation conference, developers advanced from the position of "owning" to that of "sharing" and hence acquired more objectivity when receiving feedback about the products. Additionally, for some, with the succession of each conference, skills in moderating and facilitating validation conferences were sharpened.

Validation institutes were conducted by each development unit at two or more university sites. The materials were further tested in "instructional use" settings. Professors at UCEA member institutions across the country were requested to test the materials in their academic settings as they might actually use them for instructional purposes. The professors provided data concerning their own assessment of the products and assessments of their students/learners as well. This type of testing provided additional information about the scope and quality; attainment of learning goals, appropriateness for intended audiences and the general acceptability of the materials. "Instructional use" testing and validation provided an objective review for the products were tested independent of any intervention or participation by the development units. In one of the development units, testing and validation beyond the university validation

conferences was conducted. Several workshops were held and at each, additional assessment was sought. The data amassed from these efforts revealed exceptional results. Further details of those results are discussed by Ms. Shirley Apostolon[2] in her presentation today. Data from all validation institutes and from professors involved in "use testing" were processed, analyzed and interpreted for guiding the final revision and refinement of the products.[3]

Dissemination

The dissemination aspect of the intervention might best be described in terms of the publicity activities undertaken. Since the modules can not be put into the public domain until final clearance has been given by USOE, the actual products have not been disseminated nationally. During the life of the project the modules have been widely publicized through testing and validation institutes, demonstrations at annual professional association meetings and conventions, demonstrations at UCEA sponsored national conferences, personal contacts. announcements in professional journals and other publications. Dissemination activities continue to be implemented by UCEA.

Summary, Implications, Conclusions

To help fill a void in the availability of sound technical tools that would assist educators in enhancing equity for

women and girls, a R & D agency (UCEA) undertook a two year project to develop multi-media instructional modules. Six modules comprising a total of fifty components (see Attachment A) were developed, validated and (information concerning the modules) disseminated. As related to the effectiveness of the materials in accomplishing project goals and learning objectives it can be said that the project goals were fully attained.

Implications for women involved in the creation of instructional materials to enhance women's equity would indicate that women 1) can be producers of quality instructional modules; 2) can assist their colleagues (male and female) in positively altering their attitudes and behaviors; 3) can penetrate seemingly closed systems or systems that might appear to be resistant to change; and 4) must continue to support (and enlist the support of) others in every way possible, who have demonstrated a commitment to alleviating sexism in education.

It must be evident at this point that an enormous amount of time, on the parts of all project participants (male and female), was committed to the successful completion of this project. In some instances the developers found that issues addressed in this project often times have low credibility among those who are charged with promotion, merit and tenure decisions. It should be acknowledged that in addition to the financial costs, there was a high personal cost to be paid in that time committed to the project meant that much less

time was available for other professional endeavors, those that would have certain acceptance from colleagues. It should also be noted that the responsibilities assumed in carrying out this project were in addition to the regular teaching, service, research, publishing and other responsibilities required of each professor involved. The pay off is yet to be determined but surely, the benefits in personal growth and development and in the knowledge that a substantial contribution to the field of educational administration in particular and equality of opportunity in general has been made, will be immeasurable indeed for everyone involved.

The evaluation report suggests that several unanticipated consequences emerged, among which were the realization that there was substantial learning by the project personnel and the conference participants as well. Personnel increased their understanding regarding requirements of a seminal project such as this, especially in the development of multimedia products; performance required of them at validation conferences; and procedural requirements of a federal agency (USOE). Training materials of this type and magnitude that focus on the elimination of sexism in education have not been among the body of literature in educational administration. It is hoped that this contribution will be far reaching in its effects.

The impact of this intervention can be assessed in terms of the multiplicity and diversity of persons involved in its

various aspects. New networks were formed (formal and informal) as well as new relationships (professional and social). An impetus for change has been generated.

If more women are afforded the opportunity to develop the requisite skills and understanding required in a project of this nature, it might be anticipated that the availability of instructional materials designed to enhance equity for women will be broadly expanded. The best indicator of interest in the potential use of the products is the numerous requests from individuals for information concerning the availability of the modules. To that end, it can be concluded that the design, production, validation and dissemination of instructional modules and the requisite coordination of the processes and activities involved in this multi-university effort, proved to be an effective intervention model, for the goals of the project, in large measure, have been achieved.

Notes

1 Graduate students remained with the project (usually for a year) until their schedules and/or assignments were fulfilled.

2 Shirley Apostolon. "Positive Results of an Intervention What Explains Them and Do They Last?" Paper presented at the symposium: Exploring the Limits of Intervention: Equity for Women in Educational Administration, AERA, San Francisco April, 1979.

3. A complete report of data from the validation institutes can be found in the Evaluation Report by Paula Silver, Project no. 565AH61258, Grant no. G007604964, USOE/WEEA, 1979.

Attachment A

COMPONENTS DEVELOPED IN THE WOMEN'S EQUITY PROJECT

Team Members and the Responsible University	Module Components	Medium of Presentation	Client Group For Which Module is Prepared
Boston University Miriam Clasby, Team Leader Joan Dee Anita Mishler Research Associates: Shirley Apostolon Cecelia Dibella Phyllis Schlesinger	**Choice for Change**		Women Preparing for Educational Administration
	I. Administration: Perceptions and Realities		
	A. A Day in the Life. . .	Filmstrip	
	B. Three Types of Management Skills	Skill Building Exercise	
	C. Role Transitions	Skill Building Exercise	
	II. Bases of Power in Problem Solving		
	A. The Power Play	Simulation	
	B. Three Scenarios for Conflict Resolution	Role Negotiations	
	III. Strategies for Action	Practitioner Panel	
Georgia State University Charlotte Robinson, Team Leader James Maxey Research Associates: Jacqueline Irvine Susan Phibbs Addie Shopshire	Affirmative Action for Professors	Action Guide	Professors of Educational Administration
	Affirmative Action Goal Setting	Departmental Self-Study	
	Faculty Screening Committee	Laboratory Exercise	
	Fringe Benefits Game	Laboratory Exercise	
	Influence on Time in Decision-Making	Laboratory Exercise	
	Classroom Observation	Laboratory Exercise	
	Supervision and Sexism	Laboratory Exercise	
	"What the Teacher Learned in School Today"	16mm Film	
	Women in Educational Administration: A Summary of Research Legislation and Litigation with Suggestions for Inclusion in Educational Administration Courses	Monograph	
	A Case Study: Sexism in Academe	Case Study	

Team Members and the Responsible University	Module Components	Medium of Presentation	Client Group For Which Module is Prepared
University of Iowa			
L. Dean Webb, Team Leader John McClure Research Associate: Joyce Brennan	Evidence and Implications of Sex Decrimination in Education	Monograph and Self-Assessment Worksheets	Educational Administration Trainees (males and females)
	A Review of Federal Anti-Discrimination Legislation	Computerized Case Examples and/or Programmed Text	
	Title IX: Its Regulations, Implications and Applications	Lecturette and Computer Simulation	
	Women in Educational Administration Today	Laboratory Exercise	
	How We View the Other Sex	Laboratory Exercise	
	A Strategic-Contingency Model of Power	Laboratory Exercise	
	Balance and Imbalance in Power Relations	Laboratory Exercise	
	Women's Work—Role Negotation	16mm Film and Laboratory Exercise	
	Designing an Action Plan	Simulated In-Basket Materials	
Indiana University	Equity Goal Ranking Process	Laboratory Exercise	Policy Makers and Decision-Makers in Post-Secondary Systems
Martha McCarthy, Team Leader David Clark Marianne Mitchell Research Associates: Mary Anastasiow Karen Beam Joan Beckman Mary Carroll Laura Evans Katherine Tourin	The Search and Screening Committee	Simulation	
	Women in Colleges and Universities	Monograph	
	Selecting New Faculty	Case Study/Audio Tape	
	Professional Productivity and the Reward System	Case Study/Audio Tape	
	Professional Socialization	Case Study/Audio Tape	
	Responses to Discriminatory Behavior	Case Study/Slide Tape	
	Administrative Opportunities for Women Faculty	Case Study/Aduio Tape	
	Staff-Subordinate Relationships	Case Study/Slide Tape	
	Grievance Procedures and Women's Equity	Case Study/Slide Tape	

Team Members and the Responsible University	Module Components	Medium of Presentation	Client Group For Which Module is Prepared
Ohio State University Ann Engin, Team Leader Russell Spillman Research Associates: Nancy Dare Marilyn Grady Abbey Hughes	This is the Day	Video Tape	Policy-Makers and Decision-Makers in K-12 Systems
	Women in the Work Force	Monograph	
	The Psychological Underpinnings of Sexism in American Society and the Schools	Monograph	
	Management Plan for Enhancing Educational Equity	Action Guide	
	Handicapped Female Professional	Case Study	
	Some are More Equal Than Others	Slide/Tape	
University of Tulsa Paula Silver, Team Leader Research Associates: Virginia Baldwin Martha Brown	Opening the Door	Filmstrip	Educators in First Five Client Groups and Others Interested Interested in Educational Equity
	The Pervasiveness of Sex Discrimination	Transparencies	
	How Well Do You Know Title IX?	Programmed Text	
	Handbook of Assessment Tools Related to Sex Discrimination	A Collection of Instruments	
	Resources and Strategies for Reducing Sexism	Workbook	